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ADDRESS

BEFORE THE SELECT COMMITTEE OF THE  
LEGISLATIVE ASSEMBLY,

APPOINTED TO INQUIRE INTO THE  
MANAGEMENT OF THE UNIVERSITY OF TORONTO,  
IN OPENING THE DEFENCE ON BEHALF OF  
UNIVERSITY COLLEGE;

BY

DANIEL WILSON, LL.D.

PROFESSOR OF HISTORY AND ENGLISH LITERATURE,

UNIVERSITY COLLEGE, TORONTO.

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REPORTED BY J. K. EDWARDS, ESQ

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TORONTO:

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" I TRUST, whilst attacking official aggression, I have not forgot the sanctity which belongs to private life and its innocent pastimes. This contest has been carried on with weapons novel to me as the strange fire with which Pyrrhus was withstood. In the use of personalities, I lay claim to no skill. The science of such projectiles is strange to me as that of the boomerang of the Australian savage, which in unfamiliar hands, wounds only him who throws it. In the art of flinging dirt, I own myself defeated. It is an art to which, I believe, a gentleman must serve a long apprenticeship before he can master it ; and when he has done so, it will only be to find that he soils himself far more than did the foulest missiles of his opponent."

*Francis Horner's Reply to Lord C ———.*



# UNIVERSITY COMMITTEE.

## PROFESSOR WILSON'S SPEECH.

QUEBEC, Saturday, April 21, 1860.

Dr. Daniel Wilson, Professor of History and English Literature, University College, Toronto, appeared before the Committee to-day, and spoke as follows :—

MR. CHAIRMAN, I observe from the minutes of this Committee, that you have now been sitting for a month, and up to this time no representative of University College has appeared before you. You wisely determined that those who have prayed for an inquiry into the management of the University and College should in the first place submit to you the grounds on which they preferred their charge against us, and that afterwards we should be heard in reply. I am deeply conscious of the responsibility of the position I occupy as the sole representative of University College. I should have been better pleased if some of my colleagues who have been longer in this country, and are more familiar with the habits of Canadian society and the feelings of Canadian legislators, had appeared in our behalf. Nevertheless, I feel this confidence that I have a good cause, which can be subjected to the closest investigation, without any apprehension on our part as to the result. Had I addressed you at an earlier stage, the many details of the course of study, the matriculation examinations, the honour work, &c., which have been objected to, would have naturally formed subjects of comment by me, but they have already been so ably dealt with by the Vice-Chancellor of the University that I feel myself at liberty to omit much, which at an earlier period I should have deemed it my duty to submit to the Committee.

### THE VICE-CHANCELLOR AND ONE OF "SEVERAL EMINENT INDIVIDUALS."

As members of the Senate we have felt no slight satisfaction in having as our representative a gentleman who, after graduating in the University of Cambridge, has spent the most important years of his later life in Canada, and alike as a member of the Legislature, and in the occupation of offices of high trust and responsibility, has won for himself a character of undoubted probity and sterling worth. To our Vice-Chancellor, therefore, as one familiar with the details of the English Universities, I may fitly resign the defence of our Canadian system on

all those points on which we have deliberately and advisedly departed from such ancient models. But there is one statement in your evidence, of a somewhat personal nature, to which it seems indispensable that I should refer at the outset.

The Rev. Dr. Ryerson has paid me the unlooked-for compliment of selecting me as the foremost of "several eminent individuals," from whose writings he has presented extracts to you on the subject of education. As the passages will appear in his printed evidence, along with my own, I need not read the quotations, which occur in a review article, written upwards of four years ago. I presume it must be ascribed to some accidental oversight that he has represented two passages occurring in the same brief article, within a few pages of each other, as opinions published, the one in "March, 1856," and the other in "August, 1858." It is not always convenient, as Dr. Ryerson must by this time be well aware, to have the opinions of former years thus reproduced. Happily, however, those quotations express opinions which I still retain unchanged. But the Committee will form a very false idea of what these are, if they judge of them by the detached fragments of the article which have been selected by Dr. Ryerson as alone suited to the line of argument he has adopted. Reviewing certain educational papers, then recently published, and especially an exceedingly grandiloquent discourse delivered by the Chancellor of an American University, in which, while speaking of the English University system with great disparagement, he exhibited gross ignorance of all which specially pertains to it: I took occasion to commend the thoroughness of that system, in "the subjects specially cultivated," viz., classics and mathematics; and quoting the American scholar, Mr. Bristed's "Five years in an English University," where he describes the healthy and vigorous intellectual powers acquired by a Cambridge "honour man," I remarked, "to such a man of ripe mind and studious habits, the acquisition of a modern language such as the French or Italian is a mere pastime, and the German only a pleasant task. What would he say to the substitution of them by our university reformers as equivalents for the Greek and Latin—the sole keys to all the treasures of Theology, Philosophy and Science?"

## AN INCOMPETENT ADVISER ON HIGHER EDUCATION.

I desire to speak personally of Dr. Ryerson with the utmost respect. In the earlier years of my residence in Canada, I have been in habits of frequent friendly intercourse with him; and have been wont to look up to him as, to a great extent, the builder up of that unsectarian common school system of which Canada may well be proud. His very official connexion with a non-denominational system of education so entirely in accordance with my own views, led me frequently to consult him on educational details in relation to the University, at a time when he had a seat on its Senate, while I was excluded from it. But the duty I owe to the College, in the responsible position I here occupy, compels me to draw the attention of the committee to the fact—forced into much more important prominence by the general nature of the evidence already given by Dr. Ryerson, and produced at his suggestion, than even by the use he has made of quotations from this slight article,—that part at least of the otherwise unaccountable conduct he is now pursuing in his assault on our University system must be ascribed to his ignorance of the details of a College and University course, consequent on his never having enjoyed the advantages of a University education. I say this is no disparagement of Dr. Ryerson; for if it were possible by such means to account for all that is otherwise indefensible in the course he has pursued before this Committee, his errors would be venial indeed. For it can be charged as blameable to no man, that he received his education in this province at a time when there was not only no University, but when there was scarcely a grammar school within its borders. He is not to blame for this. But he is to blame for insisting on laying down the law, on matters in which he has not had the slightest experience, and to men who have been trained in the best Universities of Great Britain. To this cause I must ascribe the fact that Dr. Ryerson was manifestly unaware of the distinction very clearly apparent to all familiar with the English University system, that my remarks referred exclusively to honour men. I am confirmed in this belief by the quotation of another passage, from the very next page in which I referred to the fact that Oxford and Cambridge furnish professors of classics and mathematics—their own special departments—to all schools and colleges of the empire. But what has this to do with Dr. Ryerson's views on options, matriculation, &c.? The present professor of mathematics in Edinburgh University, was a senior wrangler of Cambridge—the highest honour man of his year; but does Dr. Ryerson, therefore, assume that all the poll men, who constitute the great majority of Cambridge students, would form "highly qualified teachers" even for common schools? And yet when I remember that in a letter Dr. Ryerson has given in evidence, relative to his own scheme for grammar school scholarships in University College, he actually proposes to complete their whole college education in a single year, I may assume that he did so entirely misunderstand me as to interpret my remarks as equally applicable to every graduate of Cambridge or Oxford.

It could not need the weight of any testimony from me to confirm the value of the language of Plato and Aristotle, or of Cicero and Tacitus; nor was it for any such purpose it was quoted; but to make me appear, per force, as a witness in favour of the line of argument by which Dr. Ryerson has endeavoured to discredit the system of options adopted by the University of Toronto. The truth is, it is just because Latin was almost the sole language in which all works on Theology, Philosophy and Science were written; and that Aristotle constituted the recognised fountain head from whence they drew: that in the 16th and 17th centuries Oxford wisely gave the pre-eminence to classical studies in her University curriculum; and it is just because this has ceased to be the case, and that German and French are now the keys to so much modern Philosophy and Science, that all wise University reformers are learning to give to modern languages the place they justly claim in a liberal education.

### A STRANGE CONTRAST!

In calling in question the system of options introduced into our University, Dr. Ryerson contrasted in very strong and unfavourable terms the advantages enjoyed by the students of Yale and Harvard Colleges in the United States, with the inferior and lowering system of Toronto University. He has spoken of Harvard and Yale, as if these American Colleges presented a course of instruction altogether superior to what we have been establishing for the benefit of Canadian youth. But yet in this very article from which he found it convenient to quote detached fragments of what I had written years ago, for a mere temporary purpose, it by no means tallied with his object to notice this passage quoted from Mr. Bristed, an honour graduate of Cambridge, and a distinguished American scholar of the present day. "Were I to be questioned," says he, "by an educated foreigner, Englishman or Frenchman, German, Hollander, or Dane, about the standard of scholarship in our Universities in the United States, I would be obliged to answer it is exceedingly low. When I went to Yale College in 1835, the first thing that struck me was the classical deficiency of many of the students and of some of the instructors. Harvard is no better off, and the state of other colleges through the country, many of which derive instructors from these two New England colleges, may be easily inferred." Such is the impartial testimony of an American scholar with respect to those very American colleges which Dr. Ryerson has found it suit his purpose to laud, in contrast with Toronto University; the graduates of which, I hesitate not to say, would not only compare favourably, but would contrast strikingly in their attainments with the graduates of either Yale or Harvard. I may remark also that it is a curious illustration of Dr. Ryerson's knowledge of the requisites of a university scheme of education, to find him urging that whereas for a particular examination we name certain definite and prescribed portions of books on which the student shall be examined,—thereby guaranteeing that those portions shall be well and thoroughly got up,—Harvard requires the "whole" of Cæsar,



and the "whole" of Livy, &c., instead of prescribing, in accordance with the practice of all the British universities, certain portions, and ascertaining by examination that the student has thoroughly mastered them.

#### UNWISE, BECAUSE UNTENABLE CHARGES.

A great deal of work has been made in this discussion about the question of options. But I almost venture to think, from what I have already seen in relation to the feelings of gentlemen on both sides, that by this time there are some of those engaged in advocating the cause against which I have to defend University College, who regret that this question of options was ever brought up, or that they based their claims on untenable charges against us. You have before you the representatives both of Queen's and Victoria Colleges, and had they appeared here,—as, had they been left to their own unbiased judgment, I believe they would have done—presenting their claims in the aspect in which Dr. Cook is now prepared to rest his cause; and saying: University education ought to be denominational, and that £2,500 added to the annual income of Queen's College, Kingston, would be a great advantage to its funds; these are simple propositions which you could have discussed temperately and impartially, and which we might have found it difficult effectually to resist. But those gentlemen, the representatives of Queen's and Victoria Colleges, have been betrayed against their better judgments into bringing up a set of charges against the University and University College of Toronto which, I venture to say, are utterly untenable, and which the Principal of Queen's College has already declared himself ashamed of.

#### OUR NEW MODEL FOR A CANADIAN UNIVERSITY!

You had a curious exhibition before the Committee yesterday, which was to me, at least, exceedingly instructive. We had the pleasure of seeing the Provost of Trinity College, and one of the masters of Dr. Ryerson's model grammar school, formerly a professor of Trinity, cross-examined by the Doctor, on the peculiar characteristics and special virtues of Oxford and Cambridge Universities. You know, gentlemen, what these Universities are—wealthily endowed institutions, where the accumulated bequests of centuries have been gathered together; where a large number of colleges are collected, and where chiefly the aristocracy of England receive their education; colleges where, unless a man can give his son, at the very least, something like \$750 a year, to sustain him during his brief term of residence, he had better keep him at home. And these are the institutions you are to accept as your models for training the youth of Canada in this nineteenth century! But, besides that, there was something amusing in the special points to which your attention was directed. I have no great familiarity with the systems of Oxford or Cambridge. I was educated in Scottish halls, and it must have been scarcely less puzzling to Dr. Cook and other gentlemen of Scottish University training, than to myself, while listening to Dr. Ryerson putting Provost Whittaker and Mr. Ambery through their questions as to the

virtues of Acts and Opponencies at Cambridge, and Responsions and other mysterious forms of medieval Oxford, which have survived to our day; very admirable things, probably, in their way, but on which I can profess to throw exceedingly little light. Dr. Ryerson, however, has got himself up on them; and, perhaps, if subjected to cross-examination we might succeed in comprehending the merits of these precious relics of ancient Oxford, which are to invigorate and restore our University system. With regard to the system of options which we have introduced, I need not go into details, as these have been so well and so satisfactorily explained by the Vice-Chancellor. I would remind you, however, of this, that the very Act under which our University and College exist, specifies London University, and not Oxford or Cambridge, as our model—London University, established in the nineteenth century, with a view to meeting all the advanced requirements of this age, rather than Oxford University which is understood from vague tradition to have owed its origin to a meeting of three monks in a barn, some time in the good old times of the Saxon Alfred; and which from such practical characteristics as chiefly distinguish the men it turns out,—notwithstanding some noteworthy exceptions—does not strike me as precisely the institution to be recommended to you as the model for a Canadian University.

#### THE NEW CANADIAN SYSTEM.

Returning, however, to the system of options, it is one which I feel assured only requires to be fully understood to recommend itself to acceptance, in the judgment of an intelligent body of Canadian legislators. It is very easy for a wealthy English nobleman or gentleman to send his son to Oxford or Cambridge, to devote three, four, or five years to acquiring the most critical mastery of Latin and Greek; to be utterly incapable of a false quantity; to be able to compose the most perfect Latin verse; and to prove, it may be, a thorough master in all the little niceties of classical refinement; and then, after he has sown his wild oats, and spent £700 or £800, or, perhaps, £1,000 stg., at college, to make up his mind what his special profession in life shall be. But that is not what Canada requires. We want an educational institution which shall train our young men for the practical duties of life. And when the Legislature of Canada established anew Toronto University and University College, on the modern system of the University of London, I doubt not you endeavoured to select men to whose judgment you could entrust the arrangement of their details. For I must crave your attention for a moment, while I correct an error, forced upon your acceptance in various forms. Neither the Senate of the University nor the College Council have presumed to dictate a system of education to this Province. By the solemn Act of the Legislature, passed in 1853, the old system was abolished; and in lieu of its exclusively classical and mathematical training, the Legislature established chairs of Natural Sciences, Modern Languages, English Literature and History; and prescribed to the University of Toronto, that of London as its model. In full accordance with this, therefore, the Senate have aimed at establishing such a

system of options as shall practically carry out the wishes of the Legislature, and give just encouragement to all those departments of knowledge. But so far have they been from ignoring or slighting classics and mathematics, that a double number of scholarship are apportioned to each of these subjects; and special encouragements are held out to the students to devote their chief energies to them throughout the course.

### THE PROFESSORS.

And when the Legislature of Canada thus remodelled its system of instruction, I am justified in presuming that it also endeavoured to select for its Professors men who could be entrusted with carrying out the details of such a system. I may be pardoned, therefore, if I make some special reference to what the men of University College actually are. We have at the head of the institution a gentleman who took the foremost rank in Trinity College, Dublin, carrying off the gold medal as the highest classical scholar of his year. In the Professor of Metaphysics we have a representative of the ancient University of Oxford; a representative of its special characteristics as well as of its learning. We have two graduates of Cambridge, both men who took distinguished honours in their respective years; Professor Cherriman, who not only attained high rank as a wrangler, but also obtained a fellowship in St. John's College, Cambridge; Dr. Croft, who, after receiving his earlier education in England, completed his studies in the famed University of Berlin, and mastered his special science of Chemistry under Mitscherlich, one of the most celebrated chemists of Europe. The benefits of his knowledge thus acquired you now enjoy in frequent cases in the Courts of Law, as well as in the College and University. Another of the College staff, Professor Hincks, resigned or his present duties the corresponding chair of Natural History in Queen's College, Cork; and Professor Chapman,—who as a Mineralogist takes a rank not inferior to any in the old world,—before he was transferred to a chair in Toronto, occupied with distinguished credit that of Mineralogy in University College, London. Of myself I may be permitted to say this at least, that having some familiarity with the specialities of our Scottish educational system, my experience may not be without its value, when added to that of others, looking on the requirements of our Canadian University from such varied points of view. I trust, therefore, it will not seem altogether unreasonable if we venture to appeal our case in this form—Are we not fit to be trusted with advising in some degree in reference to a course of study for Canadian students? Or do you believe a class of men thus selected from the different Universities of Britain are likely deliberately to pursue a plan for deteriorating the education of this country, by admitting into the University youths not fit to enter a Grammar School, and by giving degrees to men whose inferiority will degrade the character of the University of our adopted country, and on which our own future reputation depends? I think I might fairly stake the whole question on such ground. But that is not the ground on which we shall appeal; for I maintain that the course we have adopted is one

which will stand the thoroughest investigation. I know that during the time it was in deliberation since I had a seat as member of the Senate; we have met week after week, and sat patiently over every detail of the system many a time long after midnight.

### CONDUCT OF PROFESSORS ON THE SENATE.

It has indeed been strangely enough advanced by Dr. Ryerson, in his defence against certain complicity in objectionable acts of the Senate, that he, being appointed to a seat there specially in his official capacity as Superintendent of Education, attended rarely except when he had some particular purpose in view! It seems, moreover, that it is actually made a charge against certain of the Professors that since our appointment as members of Senate our names are to be found frequently on its sederunts! I confess I have exposed myself to this charge. It has not been my practice to accept the membership of any Board without intending to fulfil its duties. During the whole time that I have been a member of the Senate I believe I have only been absent twice from its meetings, and on those two occasions from indisposition; and from the meetings of the College Council during the seven years that I have been a member of that body, I have, I believe, only been absent once. My colleagues could render a similar account of their stewardship. We have fulfilled our duties carefully and patiently, and have earnestly tried to mature a system of study adapted for Canada; neither taking Oxford, nor Dublin, nor the Scottish Universities, nor the Queen's University of Ireland, as our sole model; but trying to get from each what was specially fitted for the requirements of this new country, which occupies a position different from all.

### THE MATRICULATION EXAMINATIONS.

We have also turned our attention to the condition of the Grammar Schools. And no fact is more obvious, or commends itself more clearly to your common sense, than this, that—if the University and College are to be for the benefit of the people at large,—there can be no gap or interval between the Grammar Schools and the University. The Grammar Schools train the youth up to the point at which the University receives them, and are we to adopt a standard for matriculation placed at a point which these Grammar Schools cannot reach? I hold in my hand the original matriculation examination of the University of Toronto, inherited from the old King's College, which was again borrowed from that of Trinity College, Dublin, and which, I do not hesitate to say, if persisted in by us, would have been the most solemn farce educated men ever attempted to perpetrate in a new country. It actually requires a youth at his examination for admission to the University to have read Homer's Iliad, Xenophon, Lucian, Virgil, Ovid, and, if he competed for a scholarship, to have read more of Homer, the Iliad and Odyssey both, Horace's Odes, Virgil's Æneid, Ovid's Fasti, Lucian's Menippus—to have gone in fact through nearly all the chief classics of ancient times. That is a higher requirement than a man can take his degree not only in any University in Scotland, but in Oxford or Cambridge, or in the University of Lon-



door, which has been expressly assigned by the Legislature as our model; and yet we are arraigned before you on the grave charge of venturing to depart from that extravagant model as the sole entrance examination of the University. In truth, gentlemen, if our examinations were to be strict, and *bona fide*, as we had resolved they should, we might just as well have literally nailed up the University door. When old King's College was practically confined to a small and exclusive class, and when Upper Canada College had its seventh form where youths were retained to their seventeenth or eighteenth year, and then transferred, with a College bursary or exhibition, to the higher institution, such a state of things was possible enough; and if it is desired that the old monopoly shall be restored, let us be informed of it, and our course will be an easy one. But meanwhile our decision has been, that if our true aim is to elevate the education of the whole province, we must provide a matriculation adapted to the specific capacity of the Grammar Schools. Any other system, while pretending to elevate education, must either have restricted its whole advantages to a favoured and wealthy few; or been a mere deceptive paper programme. We have therefore adapted our entrance examination to the schools of the country; and you heard yesterday the clear testimony of the Principal of Queen's College in favour of the course we have pursued; Dr. Cook having shown there that practical sense, and that appreciation of the true aspects of a collegiate system, designed, not for a class, but for the people at large, which I should have expected from a gentleman educated in a Scottish University.

#### THE SYSTEM OF OPTIONS.

With regard to options, our aim has been in like manner to devise such a course of study as would prove an effective source not only of intellectual culture, but would prepare the youth of Canada for the practical duties of life. The old classical course of Oxford is not fitted to accomplish that object. Notwithstanding the distinguished names to be found among the graduates of that University to which the sons of England's nobles almost exclusively resort,—the majority of Oxford-trained students whom I have seen do not strike me as men whose University training seems to have had practical business and duties in view. Not a few of them rather seem like men who have just emerged from the cloister, and are far from being at home in the ordinary business of life. We therefore adopted a plan which the Commissioners of Oxford University have recommended for the improvement of that very institution; and some credit may be claimed for the men of your own Canadian University, that they have carried into practice what the wisest men connected with Oxford University are only yet recommending. They recommend that the young men attending Oxford shall at a certain point take options, under the advice of their tutors. That is precisely what our young men do. A youth enters our College, and goes through the first two years of the course. He then comes to the President, or one of the Professors, for advice as to what options he shall take. The matter is very simply

dealt with. He is asked—What is your object in life? If you intend to be a medical man, drop your Greek and Latin, and go on with the Natural Sciences and Modern Languages, for every educated man in this country, and especially every medical man, ought to know at least French—which here is a spoken language—and German also. If the young man intends to become a theological student, to qualify himself for entering the ministry of any of our churches, then we say go on with your classics, your moral science, your mental philosophy. If he proposes to become a Grammar School teacher, we say—go on with your classics and mathematics. If a Land Surveyor—devote your chief attention to your mathematics, geology, and mineralogy. If a farmer—and I hope that is a class of students which will be found to multiply every year, for I trust we are to educate not merely professional men, but the youth of Canada generally; and men will make all the better farmers and merchants and tradesmen for having highly cultivated minds—if a farmer, we say, go on with Modern Languages, and still more, with Natural Sciences, which will be of practical use to you in all the future duties of life. Is there not common sense in that? Is not that the most rational system for Canada, whatever may be the proper system for Oxford and Cambridge—a system which the Chief Superintendent of Education seems disposed to dictate to us and to you?

In reference to the whole system of options, I am surprised that the gentlemen who advocate the interests of Victoria and Queen's Colleges fail to perceive that, so far from involving any injustice to affiliated colleges with an inferior staff to University College, they are the very means of placing all on an equality. Under the University system of options, a college with only mathematical, classical, and mental philosophy chairs, may send in its men to compete for first class honours, and to carry off the classical or mathematical scholarships, against the best of University College students with all their advantages of Modern Languages and Natural Sciences, which are unavailable in these special competitions. Permit me to add that no opinion is more unfounded than that which supposes that the Professors of University College desire any monopoly of the University of Toronto, its examinations, scholarships, or other privileges. The very article referred to by Dr. Ryerson was written with the earnest desire to bring about a union of Canadian Colleges under one University—as I venture to hope may be perceived by any candid reader who will peruse it as a whole, and not in imperfect and detached extracts.

#### MEMBERS OF THE SENATE.

But it is a singularly one-sided view of the case for the advocates of the interests of Victoria College to protest indignantly at certain Professors of University College, —four in all—being admitted to the Senate of the University to which their College is attached, and for which alone it can train its students, while there were sitting on that same Board the members of another, and independent University which disclaimed all collegiate relation to it. Before University College had more

than its President on the Senate, there sat on that Board, the Rev. Mr. Nelles, Principal of Victoria College, the Rev. Dr. Ryerson, a member of the College Board, and Dr. Barrett—who it has been found convenient to represent as a teacher in Upper Canada College—but who, it is well known, never had a seat at the Senate in any other capacity than as President of Dr. Rolph's or the Toronto School of Medicine; and who, as such, took his seat for the first time to represent the Medical Faculty of Victoria College at the meetings of the University of Toronto, while its students were systematically prevented from graduating there. It may sound very plausible to those who know nothing about the facts of the case to talk of the injustice of four Professors sitting on a Board numbering forty-three members, which had the entire control of their courses of teaching and system of study. Let it be remembered, however, that until they were added to it, the seditious of the Senate frequently presented the anomaly of a university and college controlled in all their arrangements by those who systematically withheld, not only the students of Cobourg, but the medical students of Toronto, from the very University over which they exercised so much control. Had Victoria, Queen's, or Trinity College actually recognized the University as such, while maintaining a thorough independence as separate colleges, the Senate would never have been driven to the necessity of giving so large a share in the oversight of the University examinations to Professors of University College; although, as I shall hereafter show, the amount of this share has been greatly exaggerated. If, as seems inevitable in the present condition of Canada, Professors must be appointed examiners, they would have been selected equally from all the colleges; but it is a proposition which no reasonable man could entertain, that the Professors of such colleges should—as they now do—examine their own students, confer degrees on them by right of their own university powers, and even establish a faculty at the seat of the University of Toronto, so as to confer the degrees of Victoria College on Toronto students—and yet that they should also be the governors and examiners, or electors of the examiners, of the university they disown. Had the various denominational colleges acted up to the idea implied by the University of London, with its numerous and varied privately endowed colleges, as the model of the Canadian Provincial University, the system could easily have been worked so as to satisfy all as to thorough impartiality in the constitution of the Senate, the appointment of examiners, and the distribution of honours and prizes. But, on the contrary, the Provost of Trinity refused to take his seat on the Senate; the Principal of Queen's practically adopted the same course; and the Principal of Victoria—while sharing in the government of the University, and fixing the course of studies of the College—only lent the aid of his wisdom and experience, but refused all practical co-operation. Nevertheless, the Senate, in its anxious desire to secure a thoroughly impartial system of examinations, has, in spite of those obstacles, appointed Professors of both Victoria and Queen's Colleges as its examiners, as it has selected others wherever they could be found at once competent and impartial.

#### NO MONOPOLY DESIRED.

Again, let me say for myself and my colleagues in University College, we have no desire to monopolize the endowments of the Provincial University. Let the just and proper costs of maintaining the College in a state of efficiency be properly ascertained, with some adequate regard to future requirements, and, whatever be the legitimate objects on which to expend the surplus funds, the College can advance no claim to them. The statements made to you with regard to the cost of our College represent it as nearly double what it actually is. But as for the surplus, it is for the Legislature to determine what shall be done with it. I should be delighted to see an adequate specific endowment set apart for us, in such a way that, if we exceeded the appropriation we should make up the difference out of our own salaries; but also with the proviso that, if we were able to retrench, we should have liberty to expend the balance in improving the efficiency of the institution. At present, it is provided that, if we save any money, it is only that thereby it may pass away for ever from the funds of the Institution to which we belong. We are men, and that must be an unwise system to place us under which provides that the more we economise, the more we lose.

#### SHALL WE REVIVE STATE-CHURCH COLLEGES?

But it does not follow, because we say we have no desire to ask a dollar more than is absolutely necessary for our fair and legitimate expenditure—it does necessarily follow that the University Act of 1853 designed, or that wise policy requires, that the surplus should be expended on denominational colleges. In the memorial presented on behalf of the Wesleyan Methodist Conference to the Legislative Assembly, praying for an investigation into the manner in which the University Act has been administered, the memorialists declare their entire approval of our Canadian "National school system." Nevertheless, they affirm that "the same considerations of fitness, economy, and patriotism which justify the State in co-operating with each school municipality to support a day school, require it to co-operate with each religious persuasion, according to its own educational works, to support a college. The experience of all Protestant countries shows that it is, and has been, as much the province of a religious persuasion to establish a college, as it is for a school municipality to establish a day school; and the same experience shows that while pastoral and parental care can be exercised for the religious instruction of children residing at home and attending a day school, that care cannot be exercised over youth residing away from home, and pursuing their higher education except in a college, where the pastoral and parental care can be daily combined." That the experience of all Protestant countries is entirely misrepresented in the above statement, I think might almost be appealed to the common sense interpretation of it. What is the relation between school municipalities and religious persuasions? Is there any relation between the superior body, a religious persuasion, and the inferior body, a



school municipality? The relation between a denominational body, such as the Wesleyan Methodists, the United Presbyterians, the Church of England, or the Church of Scotland, and an inferior body, is the relation between that denomination and its various congregations. And moreover that is the very principle which the Protestant and Roman Catholic advocates of Separate Schools are maintaining. We have in Toronto, besides University College, Trinity College which will give a degree to no man who does not declare himself a member of the Church of England, and different congregations of that body, Holy Trinity, St. James's and St. George's, are maintaining denominational schools and are trying, under the guidance of able legal advisers, to prove that they have a right to a Separate School System; and such is truly the logical following out of the argument proposed in the memorial of the Wesleyan Conference. But there is in reality no relation between a religious denomination and a municipality. The analogy of a municipality with its Common and Grammar Schools carries us at once to a Provincial University as the superior body.

#### BRITISH UNIVERSITY REFORMS.

But let me turn to another view of the case in relation to the supposed teachings of the modern experience of Protestant countries. Let me refer to the recent University reforms at home. An appeal to the examples of Oxford and Cambridge on these points, is out of place in the present enquiry,—if for no other reasons,—on this ground, that so far are these from being educational institutions open to the people at large, they have been until recently exclusively, and are still to a great extent, limited to one favoured denomination, while they are accessible to the wealthy alone,—the lowest estimated cost for a student during the academic year being \$750. Nevertheless, although they are still recognized appendages of the Church of England, the whole tendency of recent changes has been towards the removal of their denominational features, and their restoration to the nation at large, without distinction of sect or party. In Scotland, however, where the Universities are strictly people's colleges, adapted to the educational wants, and to the pecuniary means of the great mass of the community, recent proceedings furnish the best illustration of "the experience of Protestant countries," in reference to its being the "supposed province of a religious persuasion to establish a College." The Scottish Presbyterian Church being the legally recognized religious persuasion in that country, its Church Courts exercised the denominational oversight over the colleges of the country; and no Professor could be inducted into a Chair without first signing the Westminster Confession of Faith. The consequence was, that during the greater part of the present century the denominational restrictions thus imposed on Professors came to be recognized as the greatest of educational grievances, and a serious bar to the filling of University chairs with the men best qualified for the various branches of secular education. But an important religious revolution took place in Scotland within the last quarter of a century, by the disruption between the Scot-

tish Established Church and that large body of conscientious non-conformists, who separated from it on important questions, not of doctrine, but of discipline and relation to the State; and that body, the Free Church, showed their practical zeal and earnestness by raising £30,000, with which they erected the New College, Edinburgh, a beautiful and ornate building—designed to be not a mere theological, but a complete collegiate institution for secular training. Chairs of natural history, logic, metaphysics, and moral philosophy, were filled by able men, for whom salaries were provided on a more liberal scale than those now paid to the Professors of University College, Toronto—a chair of chemistry was also in contemplation; and a complete organization was thus provided for the permanent establishment of a rival denominational college. Fortunately for Scotland, at this stage of her University system, the Act was passed which, by abolishing all religious tests for secular chairs, entirely deprived them of their denominational character. In the Scottish universities as now constituted, the Theological Faculty exists as a part of the Established Church; but in the Faculties of Art, Law, and Medicine; every trace of denominational oversight has been removed. And what is the result? How did the judgment and discretion of Protestantism in Scotland pronounce on the system? The result has been that the New College, Edinburgh, has ceased to be more than a Theological College for the clergy of its own church. The chairs of Moral Philosophy, Metaphysics, and Natural History, successively became vacant, and were not filled up; the students of that denomination, as of all other Scottish denominations, receive all their secular education in the common halls of the University of Edinburgh; and it is regarded by every layman in Scotland, be he Churchman or Dissenter, as one of the greatest blessings of the Scottish University system, that men, whatever be their opinions, and those qualifying to be clergymen, for whatever church intended, are trained in the same university halls, under the same rule; so that those who are to mix afterwards in the various walks of life, in the discharge of its great and practical duties shall not inherit little sectional prejudices, which under the best denominational system men must acquire, when trained exclusively among those of their own peculiar opinions. But no one, familiar with Scotland, will say that men under that training grow up indifferent as to denominational views, or less earnest and sincere in their religious opinions, or that they lapse into any lukewarm indifference which sacrifices faith and conscience; but, on the contrary, morality and religion flourish best under that very non-denominational system. The last relic of the denominational university system of Scotland, in connection with her secular education, has been swept away during the past year, by the Act which throws the Principalships of the Universities open to laymen, without respect to their denominational views or religious opinions. Now, accordingly, in the Scottish Universities, as in our Canadian Provincial College, "no religious tests or professions of religious faith are required of any professor or lecturer, nor are any religious observances, according to the forms of any particu-

lar religious denomination, imposed on them." The precise words of the Toronto University Act would, in fact, equally apply to the Faculties of Arts, Law, and Medicine, in the Scottish Universities. Thus all denominational oversight and control have been withdrawn from them.

#### IS CANADA TO RETURN TO THE WORN-OUT SYSTEM OF MEDIEVAL EUROPE?

Yet what has been abandoned there, your Superintendent of Education urges you to perpetuate here, along with the Acts and Opponencies, the Optimes and Responsions inherited from medieval centuries by Oxford and Cambridge. In Great Britain most of the older educational institutions were founded before it was a Protestant country, and all of them in connection with an Established Church. The exclusive principles on which such were administered, in England especially, compelled the conscientious Nonconformists to establish schools and colleges of their own; not because they objected to the national Universities, but because they were forcibly excluded from them. But it surely would be a strange infatuation for a new country like Canada, altogether free from that element which now shackles and complicates every effort in Great Britain for the development of a truly national system of public instruction, to transplant to its free soil the rival sectarian educational institutions which are only defensible by reason of the injustice that closed the halls of Oxford and Cambridge against all but the adherents of one favoured church. But the most recent action in England has been to a great extent in the strictly non-denominational direction; and since the establishment of the University of London, on a truly liberal and national basis, colleges have been founded and liberally endowed, entirely independent of denominational control or supervision, such as those of Hull, Wakefield, Cheltenham and Manchester. University College, London, had already been established by private enterprise, before the State provided the requisite University organization. But that done, the separate colleges, whether denominational or otherwise, were left in Britain to rely for their support on the liberality of a wealthy country. In Ireland, however, it was otherwise; for there, as in Canada, the private wealth was wanting, and the State founded and endowed both the Colleges and the University, and placed their honours and advantages alike free to all. Such institutions the State may justly endow with public funds, and it is for the members of a free community for whom such inestimable advantages are secured, to place such national institutions under the control of a governing Board, which shall adequately represent the wishes and desires of a Christian people in relation to all the essential non-sectarian questions which pertain to the discipline and training of the rising generation. But in a free country like ours, where the separation between Church and State is absolute, the existence of a Church Institution, supported by the State is an *incongruity*; the supervision of it by the State is an *impossibility*.

#### DENOMINATIONAL COLLEGES AND THEIR TESTS.

The tendencies suggested by modern experience in relation to national Universities, and superior education are abundantly illustrated by the new Universities and Colleges of England and Ireland; the removal of all denominational restrictions from the faculties of arts, law, and medicine, in the Scottish Universities; and the throwing open to all denominations the privileges of Oxford and Cambridge. It is manifestly, therefore, totally at variance with facts to say that "the experience of all Protestant countries shows that it is, and has been, as much the province of a religious persuasion to establish a College, as it is for a School municipality to establish a School," unless by such statement a mere denominational theological institution is meant. On the contrary, the experience of Canada sufficiently illustrates how "religious persuasions," by going out of their province, and interfering with secular education, may retard the development of a well organized system for a whole generation. That Queen's College, Canada, is purely the educational institution of the denomination under whose control it exists, is shown by the report presented to the Synod of the Presbyterian Church of Canada, on the 25th of May last; which, if reported correctly in the public prints, stated the number of students in attendance as eleven in theology and fifty-three in arts; but added: "*In all, forty-five are studying for the Ministry.*" Credit has been repeatedly claimed of late for Victoria College, that it has no tests, but such a statement is a mere play upon words. What real difference is there between requiring that a Professor shall sign the prescribed creed of a Church—be it the thirty-nine articles, or the Westminster Confession of Faith—or that he shall satisfy the Wesleyan Conference, or other Ecclesiastical Court? In reality, the latter is the more stringent of the two. I speak on this subject feelingly, for I have had reason to feel strongly upon it. I had a brother once, a man of high personal character and blameless life, admitted to be one eminently distinguished among the scientific men of his native land—and from among whom he has recently passed away, mourned with an earnestness of public grief not often manifested even for Scotland's most gifted sons—yet that man was long shut out from honours justly his due, and many students were deprived of his instructions in his favourite science, because he was too conscientious to make falsely or carelessly a declaration of faith in the prescribed tests of the dominant Church. It was not because he was indifferent to religion that he was thus excluded, for no more earnest Christian was to be found among British scientific men; and when at length better times came, and such antiquated absurdities of the dark ages were swept away by the abolition of all religious tests in the Scottish Universities, he was appointed to a Chair in his own University of Edinburgh; and was acknowledged there, not only as one of its most distinguished men of science, but as one of the most upright and conscientious Christian men of his day. But, again, it is affirmed that Victoria College is not sectarian, but provincial, because, it is said, the



President of the Executive Council, the Speaker of the Legislative Assembly, and other high official dignitaries are named on the College Board. Might it not be well to ascertain how often they are named on its sederunts? I put the question to the Rev. Mr. Ormiston, formerly a Professor of Victoria College, and his answer was that during the years he sat on its board he never saw one of them, or heard of their being summoned to its meetings. For any practical purpose, therefore, the Archbishop of Canterbury, or the Lord High Chancellor of England might as well be named for the duty. But meanwhile this is unquestionable, that the Victoria College Board is one of the Committees annually appointed by the Wesleyan Methodist Conference, and that no man can be appointed to one of its Chairs who does not satisfy the requirements of the Conference, or its appointed delegates; nor can any doubt exist that the whole management is in the hands of the Wesleyan denomination,—a Christian body justly held in admiration for its earnest zeal and self-denying missionary labours; but not therefore to be selected from among other denominations for State patronage, or educational oversight, in a country where all connexion between Church and State has been utterly abolished.

#### VICTORIA COLLEGE.

In Victoria College there is, of course, no test for students. It is only too well known, that—not in Methodist Colleges only, but also in Roman Catholic Colleges—all are welcome who are prepared to submit to their teaching. But from the returns made to Parliament in 1856, the denominational statistics present the significant figures relative to the matriculated students of Victoria College of twenty-eight Wesleyan Methodists to three Presbyterians, one Church of England, and one Baptist. Or, again, taking the whole pupils in the Institution, there were only 39 belonging to other denominations, including children at the preparatory school, while 190 were Wesleyan Methodists. It is stated in the Conference Memorial that no aid is asked "towards the support of any Theological School or Theological Chair in Victoria College;" and Mr. Nelles, in answer to the question, "Is there any Theological Chair, or Divinity students in Victoria College?" replies: "Neither. We have students attending 'the College who are preparing for the ministry. 'but are not pursuing theological studies, but 'general studies; and are not known in the College as Divinity students, but as general students. They receive no allowance or consideration from the funds in any shape whatever." It appears, however, from the 7th of the Miscellaneous Resolutions adopted by the Wesleyan Conference at its last meeting, that "when preachers on trial are allowed to attend Victoria College for two years during their probation, the two years shall be counted but as one year in their probation." Again, in answer to the thirteenth question:—"How are the ministers and preachers stationed for the ensuing year?" "Under-graduates and students" to the number of twenty, are named in the "Cobourg District" as at Victoria College. In the previous year, 1858, they numbered seventeen; and in the report furnished

by the President of Victoria College to the Conference in the same year, he remarks: "Judging from present indications, the college is 'destined to furnish very valuable accessions 'to the Christian Ministry, and the attention 'of the Conference and the Church is earnestly 'invited to this important result, as a reason 'for more ardent and united exertions in behalf of the Institution." It is obvious, therefore, that whatever difference may be entertained as to the designation of "preachers on trial during their probation" at Victoria College that is, the Wesleyan denominational college. It supplies for the Wesleyan Methodist Church the same purposes as Queen's College does for the Presbyterian Church of Canada. Accordingly, in the same report of the Principal of Victoria College to the Wesleyan Conference, Mr. Nelles says: "It is necessary to show that 'our college is a *connexional necessity*—that it is 'an essential part of our machinery as a Church—that without it we shall either lose our youth, 'or retain them in a state of mental and social 'inferiority—that without it our ministers will 'suffer in numbers and efficiency—that without 'it, in fine, we shall be unequal to the great 'work God has assigned us in Christianizing 'this extensive country."

#### SECTARIAN OR DENOMINATIONAL?

We may dispute about the meaning of such terms as sectarian and denominational, but if a college is a "connexional necessity," and if the number of ministers of the denomination fall off if that college be not supported, it matters little by what convenient name you may agree to designate it. But when you remember that this college is connected with one of the most influential and most earnest religious communities in the country, whose zeal in sustaining missions and a numerous body of clergymen, and in all the onerous duties of a Christian Church, is unsurpassed by any denomination in the Province, and yet that this college cannot obtain the means of support,—it proves that, while some leaders of the body, or some officials of the college, may regard it as a connexional necessity, the people at large are of a different opinion, and, as is shown even by the presence of their sons at University College in annually increasing numbers, they are perfectly satisfied with our Provincial collegiate system! The efforts of the Conference to uphold the College, for the purpose of maintaining the efficiency of their denomination, may be highly laudable, in a strictly denominational point of view, and worthy of praise when effected by the denomination to be thus benefitted. But it cannot be the function of the State to prevent the Wesleyan Church losing its youth as church members, any more than to assist it in other religious and missionary work; unless it is also prepared to reassert the principle it has disavowed in the abolition of all State provision for religion in Upper Canada.

#### IS OUR PROVINCIAL SCHOOL SYSTEM TO BE ABOLISHED?

Again, returning to the consideration of the statements already quoted from the memorial of the Wesleyan Conference, a complete fal-

lacy is involved in the attempt to apply certain characteristics of our Common Schools to the whole provincial system of education. It is true that our Common Schools, being easily multiplied in every district, are mere day schools; so that the attendance there does not deprive the pupils of daily parental or pastoral care and religious instruction; but such is not, and never can be the case, with the Grammar Schools, the Provincial Normal School, or the Model Grammar School. In order to attend each of these, pupils necessarily leave their parents' homes, and are placed, some of them under a system greatly less conducive to strict moral and religious oversight than that which is secured by the system of University College, as applied to its resident students. In the Model Grammar School, for example, established under the authority of the Chief Superintendent of Education at Toronto, it is expressly provided that pupils shall be received from every part of the Province; and thus necessarily be removed from daily parental and pastoral instruction and oversight. Yet its establishment and supervision are equally independent of any religious persuasion; and it is placed under the authority of the Council of public instruction, a public board constituted on nearly the same principle as the Senate of Toronto University. The same remarks equally apply to the Normal School, to which is entrusted the all important function of training teachers for the whole Common Schools of the Province; nevertheless no difficulty appears to have arisen hitherto from the adoption, in these institutions, of one national system instead of a denominational and necessarily sectarian one. But if the principle now affirmed, is to be carried out, instead of the Province maintaining at a reasonable expense, one efficient Model Grammar School, Normal School, and College; which are abundantly sufficient to meet the present demand for the departments of higher education embraced by them, it must multiply such institutions in the same ratio as all denominational colleges, "now established, or which may be established in Upper Canada;" or even in each city of Upper Canada. Or, are we to be seriously told that so long as the youth of Canada are under the care of Dr. Ryerson, no matter what the system may be, all is religious and moral; but with the same system in the hands of the provincial professors, all is godless and naught! The course pursued by the British Parliament in all recent reforms of higher education, as exemplified, not only by the New Scottish Universities Act, but also by the establishment of the Queen's University in Ireland, and the London University in England,—abundantly proves how thoroughly British Statesmen are alive to the importance of all the members of a free community receiving their secular education in national, rather than in denominational institutions, and being thereby trained to co-operate in all the great public duties that devolve on a free people. The Queen's University in Ireland is designed to extend the same advantages of university degrees and honours to students of all denominations, as is done by Toronto University; but the public endowment is entirely devoted to the national, non-denominational Queen's Colleges, founded on precisely the same principle

as our Provincial University College, at Toronto. In England also, the London University confers degrees and university honours on students presenting themselves at its examinations, from Episcopalian, Roman Catholic, Presbyterian, Wesleyan Methodist, Congregationalist, Baptist, and other denominational colleges; but they neither receive nor claim any other share of the university funds, excepting the common right enjoyed, not only by all their students, but by every one possessed of the requisite knowledge, where-over acquired, to compete for the University Scholarships. In these respects, therefore, the University of Toronto fully carries out the plan adopted by London University, and also by the Queen's University of Ireland. It also fulfils the purposes of its institution as set forth in the preamble of the Act, in placing within the reach of every youth of the Province, wheresoever educated, "facilities for obtaining "those scholastic honours and rewards, which "their diligence and proficiency may deserve."

#### EXAMINERS AND EXAMINATIONS.

I must now return to a matter, personal not to myself, but to the whole staff of Professors whom I represent, and that is the question of Examiners and Examinations. No charge has been more strongly brought against us than that founded on the alleged partiality and unfairness of Professors examining their own students. At one aspect of this charge I have already glanced. That the principle, however questionable in theory, has many practical reasons in its favour, is proved by the fact that at McGill College, Trinity, Queen's, and Victoria Colleges, this practice is the rule. Dr. Cook and others have admitted that only Professors and practical teachers are qualified for the duty, and from among such our examiners are annually selected with anxious care, and placed in the examination hall along with the Professors, with co-ordinate power, and full control of all examinations. Professors of Trinity, Victoria, Queen's, and Laval Colleges have all been nominated and invited to act as examiners; and, instead of the Professors monopolising the appointments and examination fees, as has been most unjustly represented to you, out of twenty-six examiners in 1858, and twenty-two in 1859, nine only in each year were Professors of University College. To us, moreover, the complaints of the representatives of Victoria and Queen's Colleges, appear peculiarly unfair on this point. For, what are the real facts of the case? The Legislature appointed the Senate of Toronto University, with power to establish scholarships and name examiners. University College adapted itself to the system, but no other college did so, or at least none having University powers. St. Michael's College, Knox's College, the United Presbyterian Institution, and the like, affiliated; but Queen's, Victoria, and Trinity all refused. The Provost of Trinity College declined to attend. The President of Queen's College took no notice of our invitations. The Principal of Victoria College did indeed vote upon our plans and proceedings in arranging our course of study, but he never sent students to compete; and Dr. Ryerson himself was either the mover or second of the first resolution which not only appointed the Professors of University College as



examiners, but named the very Professors who should act. If he saw it to be wrong in the abstract, he must at the same time have seen it to be an inevitable necessity. It has been charged also that we receive fees for examining our own students. Let me state in the first place that all our college examinations are quite independent of this. We do receive a fee of £20 for conducting a totally distinct series of University examinations,—and for this enormous fee I have read answers to nearly 10,000 questions, and these the answers, not of my own students exclusively, but of students also from all other colleges and schools, as well as of the candidates in the faculties of law and medicine, whose examinations all include subjects in arts. I may also add that among the examiners of the London University, Professors of the colleges are named; while in the Queen's University—which in relation to the peculiar circumstances of the country, and the national non-denominational colleges connected with it, more nearly resembles our Provincial University and College—the Professors of the Queen's Colleges are systematically appointed members of the Examining Board. It is easy for Oxford and Cambridge, with a large staff of wealthily endowed fellowships and numerous resident graduates, to place any restrictions they may please on the choice of examiners; but the Queen's University has been compelled to resort to the Professors of the National Colleges, as those best qualified for the duties, until such time as a numerous class of well-trained graduates shall enable them to adopt a wider choice; and in this respect the University of Toronto labours under still greater disadvantages, and a more absolute necessity for resorting to the same source for well qualified and experienced examiners. Had such Canadian Colleges as Trinity, Victoria and Queen's, become, in the true sense, Colleges of the University, instead of being, as they are, distinct and rival Universities, each with its own Examining Board, Convocation and body of graduates, the difficulty would have been easily solved, as already observed, by apportioning the appointments on the Examining Board equally among the Professors of all the colleges, as is done in the Examining Board of the Queen's University of Ireland. This, however, has hitherto been rendered impossible by the relations maintained by those colleges as independent Universities; and I can only say, that if the Senate can find the requisite number of well qualified examiners, fit and willing to undertake the duty, I know that I speak the minds of my colleagues in University College, as well as my own wish, in saying that we shall heartily welcome the change as a most acceptable relief to ourselves, and a great improvement on the present system. If such appointments are made, it will then be seen by those who undertake the arts examinations, not only in the faculty of arts, but also of law and medicine, how entirely the statement is founded on error which represents the Professors of University College as receiving the examination fee for reading the papers of their own students.

#### IMPARTIALITY AND STRICTNESS OF EXAMINATION.

But meanwhile I must be permitted to avail myself of this occasion to assert in the most

unqualified terms, that the examinations of the University have been conducted with a strictness and impartiality that may challenge the severest scrutiny. Our printed returns tell of the number of scholarships taken—and full use has been made of these. But no record meets the public eye to tell of the number rejected; though no examination passes without the list of candidates being reduced by this eliminating process. For in truth no single candidate passes without the concurrence of an examiner selected expressly as being totally independent of the College. The following names of gentlemen who have acted as examiners in arts during the past four years, and have had an absolute voice in the admission or rejection of candidates, alike to matriculation, honours and degrees, supply the best guarantee of the practical character of the examinations—the high standard of which is attested by the examination papers:—The Rev. M. Willis, D.D., Principal of Knox's College; Rev. S. S. Nelles, M.A., President of Victoria College; Rev. A. Lillie, D.D., Theological Professor of the Congregational Institution; Rev. J. Taylor, M.D., Theological Professor of the United Presbyterian Divinity Hall; Rev. G. P. Young, M.A., Professor of Logic and Metaphysics, Knox's College; Rev. E. J. Senkler, M.A., of Caius College, Cambridge; Rev. E. Schluter, M.A.; Rev. W. Stennett, M.A., Principal of Upper Canada College; Rev. W. Ormiston, B.A., late one of the masters of the Normal School; Adam Crooks, LL.B., barrister-at-law; James Brown, M.A.; T. J. Robertson, M.A., head master of the Normal School; Robert Checkley, M.D.; Thomas Ridout, Esq., F. Montivani, LL.D.; E. Crombie, M.A., barrister-at-law; Michael Barrett, B.A., M.D., President of the Toronto School of Medicine; L. S. Oille, M.A., M.D.; G. R. R. Cockburn, M.A., Rector of the Model Grammar School; William Wedd, M.A., classical master, Upper Canada College; H. Haacke, French translator to the Legislative Assembly; Emile Coulon, French master, Model Grammar School; E. Billings, Esq., palæontologist to the Provincial Geological Survey. With such gentlemen, selected, as they have been, with an anxious desire to secure able and independent examiners, I feel confident that no University examinations have ever been conducted with stricter impartiality than those of the University of Toronto, under the very system so unjustly maligned.

#### MORAL AND RELIGIOUS OVERSIGHT OF STUDENTS.

Returning, however, from this digression, suggested by analogies in the University of London and the Queen's University of Ireland, I revert once more to another aspect of the question of sectarian, in contra-distinction to provincial or national, education. It is assumed in the memorial of the Wesleyan Conference that under the system of a provincial non-denominational College, the youth educated in it must be placed beyond the reach of religious training and pastoral oversight. If by pastoral oversight is meant the placing of each student, while in the College, under the care and teaching of resident ministers of his own denomination, this is manifestly beyond the reach of any system but one which limits all education to the

training of each youth in schools and colleges of his own sect, and it is as impossible under the constitution of Queen's or Victoria, as of University College. When Victoria College admits a Wesleyan Methodist student, the desired end is secured for him. But when it admits an Episcopalian, Presbyterian, Baptist, or Roman Catholic student, he must be dealt with precisely as he would be by University College, and as is done by the Normal School of the Province. In University College, daily religious services are provided, the resident students are placed under the charge of the ministers of their respective denominations, their parents or guardians are consulted as to the place of worship they are to attend, and the minister of religion whose teaching they are to wait upon. The resident Professor—who has been selected with a special view to his fitness for the duties—has prayer and reading of the Scriptures daily, morning and evening, in the College Hall, for all who do not object themselves, or by their guardians, on conscientious grounds, to be present; and it is his duty to ascertain that they attend regularly at their respective places of worship. Permit me to read to you the circular addressed by the resident professor to the parent or guardian of each student, on his coming into residence; it will show the systematic care with which we aim at fulfilling this part of our duty. "As your son proposes coming into residence in this College, I beg to inform you that it is the desire of the council that, where there is no conscientious objection, all the students under their charge should be present in the Hall at daily morning and evening prayers, with reading of the Scriptures. It is also their wish, that they should regularly attend on Sundays their respective places of worship, and receive such other religious instruction as their parents and guardians may desire. I have to request that you will be so good as to let me know whether you desire your son to attend such daily prayers in the College, and that you will also mention the minister under whose charge you wish to place him. The council will afford every facility for the carrying out of your intentions, and with this view, will exercise such control over your son during his residence, as may be best calculated to effect your wishes. In the event of your not informing me of your desire on the subject, the council will assume that you have no objection to his being required to attend the daily prayers of the college, and will exercise an oversight as to his attendance on the ministrations of a clergyman of the denomination to which he belongs."

#### PROVINCIAL OR SECTARIAN COLLEGE EDUCATION ?

Looking to the system thus in force, it is manifest, therefore, that the Provincial College,—though strictly *non-denominational*, is not therefore *non-religious*; nor can there be any need that it should be so in a Christian country. In this, indeed, is illustrated the only possible system for a publicly endowed national education. It is the same principle which pervades our Common Schools, Provincial College, and University; a public system in which no sectarian distinctions are recognized, and in which no denomination meddles as such—equally open to all, and under

public control. It is the national educational system of the people, consistent throughout. The teachers, trustees, county boards, and inspectors; the Deputy and Chief Superintendent, and Council of Public Instruction; the College Professors, University Senate, and Chancellor, are all chosen by the people:—through direct election in local cases; through the Executive in the provincial departments. The establishment of a well appointed College and University is necessarily a costly thing. The Province cannot hope to command the services of men of the highest class without offering salaries and all requisite equipments of lecture rooms, museums, and library, in some degree approximating to similar institutions at home; but if the Government were to comply with the prayer of the Wesleyan Conference Memorial, and "cause an Act to be passed by which all the Colleges now established, or which may be established in Upper Canada, may be placed upon equal footing in regard to public aid," it must necessarily involve the maintenance of many very imperfectly organized institutions, at an increased outlay, to do the work of one. Under any possible system of public education, whatever may be the facilities afforded for the higher branches of instruction in a country situated as Canada at present is, only a limited number will be found prepared to avail themselves of them. The multiplication of denominational Colleges would, therefore, tend very slightly—if at all—to increase the number of students, while it so greatly multiplied professors. It cannot be overlooked also, that whereas it appears by the last census that there are *twenty-four separate denominations* specified in Upper Canada—apart from smaller bodies grouped under a general head—the greater number of which embrace thousands in their communion; any attempt to endow denominational Colleges, in lieu of a non-sectarian institution, where all enjoy the same rights and privileges, must involve great injustice to those who, although belonging to religious bodies too few in number, or too poor to effect the organization achieved by wealthier sects, have an equal right to share in the denominational division of public funds set apart for higher education. The evil assumes a still worse aspect, when it is considered that some religious denominations have conscientious objections to any such system of distributing public funds; and while they are thus excluded from availing themselves of them, they would be subjected to the grievance of the common funds of the Province being thus expended by their representatives in opposition to their religious scruples, and to their own personal loss. If, therefore, the Province provides an adequately endowed and well appointed Provincial College, to which every youth in the Province has free access, without any distinction as to sect or party; and also provides a university to grant degrees—not only to such students, but to all in the Province—in like manner, without reference to sect or party, who are found qualified to pass the requisite examinations; they can have no just ground of complaint who—declining to avail themselves of the Provincial Institution to which they have free access,—voluntarily choose to take their preparatory training under professors and teachers appointed by their own denominations.



## UNIVERSITY COLLEGE TRULY PROVINCIAL

It is accordingly seen by the returns both of the University and College, that the laity of all the leading denominations in the Province,—Protestant, Roman Catholic, Episcopalian, Presbyterian, Methodist, Congregationalist, Baptist, &c.,—have freely availed themselves of the untrammelled advantages thus offered to them; and that every year witnesses an increase in the number of students entering University College, and of graduates admitted to degrees by the Provincial University. The following are the returns of the students of University College for the academic year 1859-60, according to their respective denominations,—apart from the undergraduates in the faculties of arts, law and medicine, attached to the University, but not attending the College :—Free Church, 49; Church of England, 35; United Presbyterian, 24; Methodists, 22; Congregationalists, 16; no returns, 11; Presbyterians, 10; Church of Scotland, 7; Church of Rome, 5; Baptists, 5; Reformed Presbyterians, 2; Plymouth Brethren, 1; Quakers, 1; making a total of 188; matriculated students, 80; occasional students, 108. These returns furnish satisfactory evidence that the non-denominational character of University College has not been a bar to the full acceptance of the educational advantages it offers, by members of all the leading denominations in the Province, including a fair average of the very religious persuasions, whose leaders appear before you as objectors to the system.

## ANONYMOUS PAMPHLETEERING.

One or two other points I must note before concluding. It would have better pleased me had I been able to omit all reference to some of the very strange charges which have been brought against us; and I feel confident when I look at the respected gentlemen who represent both the denominations that appear before you as claimants of the furd, that they already repent the course unwisely forced upon them in regard to us. I was particularly struck, as you all must have been, when, on Mr. Langton addressing you, and inadvertently appealing to this widely circulated pamphlet, as that of the Wesleyan Methodist Conference, the reverend President of the Conference most markedly shook his head, in clear testimony that the Conference disowns all responsibility for it. Mr. Chairman, I am not familiar with parliamentary forms, but if it accords with the regular proceedings of this Committee, I should exceedingly desire that a minute be made of that shake of Dr. Stinson's head. It was a very grave and speaking shake of the head! It said as plainly as the shake of a doctor's head could do, that he, for one, repudiated the burden of responsibility for this anonymous miscellany of misrepresentations and blunders. I am not surprised that the earnest and justly esteemed religious body, of which Dr. Stinson is the representative, should abjure this pamphlet, for it is a tissue of the most absurd and extravagant contradictions and blundering misstatements ever put together in the same number of pages.

## NOVEL TEACHINGS OF HISTORY!

It has been stated in evidence that my own

chair of history is useless, and Dr. Ryerson has specially assigned as a reason, that history is taught in the Grammar Schools. A singular idea indeed, the Doctor must have of a University course of study, if, because a boy learns by rote certain things in a Grammar School, a Professor of University can have nothing more to teach him! But I find in this same pamphlet a passage which remarkably coincides with this brilliant idea of the functions of a Professor of History, whoever its author may have been. "History teaches us," says this erudite commentator on the duties of its professor,—“history teaches us that just in proportion as Greece and Rome lavished their resources upon stone and marble, upon the material and inanimate, they declined in the intellectual and moral,” and that, therefore, because an architectural collegiate edifice has been reared for the University of Toronto, the day of her intellectual and moral ruin is at hand! I should be gratified if the learned Superintendent of Education, who has so clear a perception of how history should be taught, would refer to the chapter of Greek or Roman history, where such lessons are to be learned. We read, indeed, of the age of Pericles, an age in which Greece did lavish her resources on stone and marble—in which Phidias wrought those exquisite sculptures, which, as the Elgin marbles, now constitute the priceless treasure of our British Museum—in which under Callicrates and Ictinus, the marble columns of the Parthenon were reared on the heights of Athens, where still their ruins stand, the unrivalled architectural models of all later centuries. That was indeed an age of stone and marble, but was it an age of intellectual decline? That age in which, under Æschylus, the Attic drama was called into being, which witnessed in succession the wondrous intellectual triumphs of Sophocles and Euripides, which revelled in the comic genius of Aristophanes, and drank in wisdom from the philosophy of Socrates; the era of the most impartial and philosophic of historians, Thucydides; and ere its close, of the vigorous and graphic Xenophon. Or did all intellectual and moral vigour perish in that age of marble, which was succeeded in later generations by the wisdom of Plato and the philosophy of Aristotle? Or was it not after that very age of Greece's architectural triumphs that she produced the most precious gifts of that classic literature which has constituted the priceless treasure of all later times?

## FINANCIAL MISREPRESENTATIONS.

But there are other statements laid before this committee at which reverend doctors might well shake their heads, did they only know all the truth. Mr. Langton having imposed on him, as Vice-Chancellor of the University of Toronto, the grave responsibility of defending it against its assailants, found it his duty as an experienced financier, to call in question certain figures which have been placed before you in evidence. Dr. Ryerson had submitted to you, and handed in, in writing, a series of very singular financial statements—comparing the cost of the Bursar's office of Trinity College, consisting of one individual, with very few lands to look after, and that of the Bursar's office of Toronto University,

which has in charge the sale and management of lands, and the investment of funds throughout the province; and he had revealed to you the wonderful discovery that the one actually costs a good deal more than the other! The unfairness of these and similar comparisons was sufficiently apparent. But on looking into their details, Mr. Langton had found that what Dr. Ryerson stated as the total annual expense of Trinity College, was not only given in his own "Educational Journal," at more than double the amount, but that this total omitted the whole cost of the Trinity Scholarships, amounting to \$4,200; that his total annual cost of Victoria College was \$1,600 less than the mere amount of the salaries stated to you by its own Bursar, Dr. Green; and that, not to multiply details, the sum stated as the cost of Trinity College incidentals, and since triumphantly printed, with double marks of exclamation, in your own evidence, as only one thirteenth of the corresponding charge of Toronto University, has actually been made to suggest this false impression, by changing the Trinity pounds into dollars--when, I say, Mr. Langton pointed out these grave, misleading errors, Dr. Ryerson disclaimed the responsibility of his own statement, and blamed another person, who had furnished him with the material. Mr. Langton felt it to be his duty to refer to this, because it was not a hasty calculation made by Dr. Ryerson in addressing you, but a written statement handed in to this Committee, printed by the Committee, and circulated without correction among all its members. Yet, when Mr. Langton referred to it, there was a cry of "Shame! Had not Dr. Ryerson repudiated it? Had he not corrected it two days before?" If he did, it still stands on your records unamended, and Isay Mr. Langton was thoroughly justified, and simply did his duty, in pointing out those inaccuracies; and Dr. Ryerson must have a singular idea of his position, if he thinks he can evade the responsibility of such gross inaccuracies in a statement thus deliberately framed and handed in, or shift its burden upon any one but himself. But on examining Dr. Ryerson's own manuscript, it turned out that the comparisons in question were not in writing, but clipped out from some publication, having already done duty elsewhere, before they were thus produced to complete the work of misrepresentation here.

#### PERVERTED EVIDENCE.

Nor is this the only story which has done duty against us elsewhere, but which would not bear investigation. There is another point I must speak upon, and I feel it the more my duty to speak upon it, because I see present the chief adviser of the representative of Her Majesty in the Government of this Province, the Hon. Attorney General West. Dr. Ryerson, in the written statement which he handed in to this Committee, presented originally in his own manuscript a paragraph which has since been withdrawn. I received in Toronto a proof of this statement, as printed for you from his own manuscript, which I presumed was the evidence as finally given in to the Committee; and it is only since I came down to Quebec that I learned this passage had been suppressed, though not before it had been

read to you, and widely circulated elsewhere. It is a statement with reference to Grammar School teachers educated in University College. Dr. Ryerson said in that passage:-- "The reports of the Inspectors of Grammar Schools shew that Toronto University supplies only eight masters to seventy-five Grammar Schools, while Queen's College supplies ten. The same reports show that the graduates of Toronto University as a whole are less efficient masters of Grammar Schools than those of Queen's College, Victoria College, or Trinity College, of Toronto or Dublin." This, Sir, is a very grave charge, which, when I read it, not knowing that its author had since repented of it, received my very special attention. I felt that, even if true, we could answer that our University had only been six years in operation, and that it was not till the year before last, we had been able to turn out a graduate at all. It would have seemed only reasonable, if it had been found expedient, that we should be allowed a little time to develop the institution, before a Committee of Investigation sat upon it. Nevertheless, with every consideration of the circumstances in which we are placed, I was surprised at the statement, and wrote to the Rev. Mr. Ormiston, one of the Inspectors of Grammar Schools, a graduate of Victoria College, and who, having been one of the teachers of the Toronto Normal School under Dr. Ryerson, could have no especial leanings in our favour. Mr. Ormiston came down to Toronto, and favoured me with an interview, in which he assured me that whatever motive or reason could have induced Dr. Ryerson to make such a statement, it was unsupported by his reports. He gave me comments, which he permitted me to write down from his lips, relative to the graduates of the University, on whom he had reported as Inspector of Schools. He had specially reported two graduates of Toronto University, as inefficient masters. One was a good scholar, but his eccentricities marred his success. And is it imagined that the wisdom of the Legislature can devise a University that will cure a man's eccentricities? But I found on examination that we were not responsible for him at all. He was a gentleman who had taken his whole course of education at Trinity College, Dublin, and having produced evidence of that before the Senate of Toronto University, was admitted to his degree *ad eundem*. And, in strange contradiction to the statements made by Dr. Ryerson, Mr. Ormiston added that there were two Trinity College Dublin men, whom he had been obliged to recommend to withdraw. In another bad case of a Toronto University graduate, it was reported he would never make a good teacher, and this is very likely, as he is now an inmate of the Lunatic Asylum. [Dr. Wilson continued to read the notes furnished him by Mr. Ormiston, which were altogether at variance with Dr. Ryerson's statement, and proceeded:] It was a very serious charge to bring against a University; but Isay unhesitatingly, in the presence of the head of Her Majesty's Executive Government, that the reports from the inspectors of Grammar Schools do not bear out Dr. Ryerson's statements; and it is a most grave charge against the Chief Superintendent of Education, that he should have so far betrayed his



trust, or so far have permitted prejudice to warp his judgment and pervert the evidence of his official reports, as to submit to you, and to give in writing a statement of this nature, which, when challenged, he has been compelled to withdraw. Gentlemen, call for and examine these reports of the inspectors of Grammar Schools. You will find in them no evidence to bear out such allegations. Mr. Langton has inspected them, and I have perused the extracts made from those manuscripts now in Dr. Ryerson's possession; and they abundantly account for his withdrawal of the unfounded charge. Let him summon those inspectors before you, if he dare. It was on Mr. Langton's calling for their appearance as witnesses that the statement was erased. They are not men to hide the truth on our behalf, they owe their appointments to Dr. Ryerson, and are, or have both been teachers in his schools. Nevertheless, they are men of honour and probity, and that is all that we require in witnesses on our behalf.

#### THE FAMILY COMPACT OF PROFESSORS !

Had I consulted my own feelings, or appeared here merely in my own defence, I should have left this unsaid. Dr. Ryerson well knows I have no personal feeling against him. On the contrary, I have had much friendly intercourse with him in former years; and when he went home to select a rector for his Model Grammar School, he owed it to my introductions, and to my brother's aid, that he obtained his present efficient rector. Nor did I come to Quebec even now with unkindly feelings towards him, though his conduct before this Committee seemed strange and indeed inexplicable. But the *animus* he has shown before this Committee, since I have been present at its sittings, has not only changed my opinion greatly, but has led me to look back upon past events and the circumstances of my former intercourse with him, and to see them in a new light. I read with scorn his statement to this Committee, as I find it recorded in the evidence, that "If the committee should order the minutes of the proceedings of the Senate to be laid before them, and mark who were present, and what was done at each meeting, they would see how the system has been worked, and how parties connected with the University and Upper Canada Colleges have directed as to expenditures, studies, scholarships, &c.;" and again, "The minutes will show that those expenditures have been chiefly directed by a family compact of gentlemen receiving their salaries from the University and Upper Canada College endowments." Why did he put in the word "*gentlemen*?" I read, and I believe my colleagues also have read, his statement as equivalent to characterizing us as a pack of scoundrels. I have not been much engaged in duties like this. My habits have been acquired in the pleasant retirement of years, chiefly expended in literary pastime and study. I have not been accustomed to appear before such Committees, and perhaps, therefore, I may seem to attach too much importance to language, which may not present itself in the same aspect to men accustomed to confront the bold and rough usages of Parliamentary life. But I can conceive of no explanation that can be put upon

this language, characterizing us as a family compact, directing as to expenditures, studies, scholarships, and salaries, other than that we were something closely allied to a pack of swindlers; a set of men abusing the great trust committed to them, for their own private ends, and personal aggrandisement. I believe Dr. Ryerson will be able, in his explanation of statements he has been compelled to make to you, to show that he advocated the expenditure of a smaller sum than was ultimately appropriated for scholarships in the University; but he cannot deny this, that we bore no part in relation to the largest of the expenditures which has been specially brought as a charge against us: that appropriation of £75,000,—that frightful extravagance of ours for a new building. Dr. Ryerson stated in his evidence that he believed that appropriation was made during his absence from the country. I doubt not he stated so in perfect sincerity; but I find on looking at the minutes that he was not absent on the 17th March, 1854, when Chief Justice Draper gave notice of an Address to His Excellency, with a view to the appropriation of a sum for buildings. I find, too, that Dr. Ryerson was present, and there is no record on the minutes that he objected, when on the 24th March, Chief Justice Draper, seconded by Hon. J. C. Morrison, moved the Address to his Excellency. And on the 25th March, when that Address was read a second time and carried, Dr. Ryerson again was present, and the minutes record no protest or opposition to the appropriation as recommended. I had an interview this morning with the Solicitor General, who is prepared to give evidence that Dr. Ryerson was present and offered no opposition to that Address, which was to lead to such "frightful extravagance." And I believe there are other charges brought against us, of which we are equally innocent, but on which Dr. Ryerson cannot clear himself. The salary of the President of University College was recommended on his motion. That large, but not excessive, salary now enjoyed by the President, was moved by Dr. Ryerson. And he cannot deny that to that same motion, in the absence of the Professors who had not then a seat on the Senate, and without the slightest instigation from them, he made an addition, declaring that we were underpaid, and that our salaries should be raised. I of all men in the world need not object to that act, enjoying as I do at this present moment an increase of salary owing to that motion; but I wish to show that we did not, as we have been charged, ourselves vote that addition to our salaries, or even know that such a proposition was entertained. Nor can he deny that he voted the present salary of the Principal of Upper Canada College, which he has declared to be extravagant, but apologized for it by saying he did not believe a Canadian would have been appointed. He cannot deny that, in opposition to that very family compact of Professors, he was one of the most active leaders in getting a pension to Mr. Maynard, dismissed from Upper Canada College for improper conduct, and who, many think, ought to have been dismissed long before. And nothing can justify Dr. Ryerson for having preferred this abominable and baseless charge of a family compact, for this simple reason, that all the expenditures on buildings, library,

scholarships, salaries, and pensions with which he charged them,—with the solitary exception of the pension to Mr. Maynard,—were authorized long before a single Professor of University College, except Dr. McCaul, as its President, had a seat in the Senate. This, gentlemen, is a specimen of the baseless charges that have been circulated through the country, and have helped to mislead the minds of hundreds, and to burden your table with petitions originated by misrepresentation, and founded on error. And I ask you now, as an impartial tribunal, if you think the Chief Superintendent of Education for Upper Canada,—who had sat on the present Senate from its organization in 1853 till 1857, when Professors of University College, for the first time, took their seat at that Board, without ever recording a single protest, counter-motion, or other evidence of practical opposition to all the chief expenditures, and other acts, now charged against us,—I ask if he was justified in making this family compact charge which he has recorded on your evidence? But Dr. Ryerson has asked that the minutes be produced, and they shall be produced; and he will be called upon, I trust, to show you, from those minutes, the evidence on which he grounds so base, and let me add also, so baseless a charge.

#### NEW UNIVERSITY BUILDINGS.

With regard to the new University buildings, while I have disclaimed all responsibility for the original appropriation, as an act done long before I was a member of the Senate, I am prepared to assume all responsibility for the building, as not only a justifiable but an indispensable thing. Your memorialists charge us with acting in defiance of the law of 1853 in the erection of new buildings, and in providing accommodation in these for faculties which the Act expressly forbids. The latter blunder I believe the memorialists themselves are now fully aware is without foundation. As to the other illegal act, I can only say it was done under the presidency, and with the zealous concurrence, of the present Chancellor Blake, one of the ablest and most upright Judges of Upper Canada. The address was moved by the Chief Justice Draper, and seconded by the present Solicitor General; and the final appropriation was made by the Governor in Council, with the advice of the present Attorney General. I venture to think that under these circumstances this Committee will acquit the Professors of any blame, if they should be inclined to interpret the Act differently from such high legal authorities. In defence of the necessity of the building, I will only say that during seven years in which I have been a professor of University College, I have witnessed five removals. Since the Act of 1853 was passed we have been turned out of the old King's College building, and established in the Parliament buildings on Front-street. Parliament returning to Toronto, we were sent back to the old building; Government requiring that, we were thrust into a little brick edifice originally built for a medical school; and before we at length moved into our present permanent buildings, we had been compelled to waste thousands of dollars on removals, fittings, and temporary make-shifts, as distasteful to us as they were wasteful and extravagant. Surely

it was wiser to put up adequate and permanent buildings than fritter away the endowment in a system like that, which destroyed all faith in the perpetuity of the institution, and impeded everything but the mere daily scramble to accomplish such work as could be got through, in the absence of nearly every needful provision of a well-appointed College. But while affirming that the new buildings are not only justifiable, but were an absolute necessity, if the University and College were to be maintained, I utterly deny the charge of useless extravagance in their erection. Having myself acted throughout on the building committee, I can say confidently that no committee ever strove more earnestly with a view to economy. After the plans had been approved of by the Government, we revised them, and ordered the omission of many features, which, though ornamental, were not indispensable to the practical objects of the building. Send for the contractors, Messrs. Worthington, and Jacques & Hay, and ask them if they were ever so watched and worried by a building-committee for purposes of economy; or summon our architect, and enquire of him whether he found a committee of University Professors, or of the lawyers of Osgoode Hall, more unyielding on every threat of extra expenditure.

#### INVESTIGATION WELCOMED.

We have, Sir, in this, as in other matters, earnestly striven to do our duty; and we do feel, after such earnest endeavours, at thus being summoned, like culprits before your bar, on charges so baseless, and on statements so loose and intangible, that—like the soil of secret slander,—while the consequences are only too keenly apparent, the source is difficult to combat as the viewless wind. But, gentlemen, we have not shrunk from this investigation, though feeling a natural repugnance to coming into collision with those who have proved themselves capable of assailing us with such unworthy weapons. We have every confidence in this Committee; having nothing to fear from the fullest inquiry. In our matriculation examination, our courses of study, our systems of options, and our modes of examination, we have set ourselves deliberately and earnestly to work out an educational system for Canada, such as we believe will secure—not for any special and privileged class, but for the people at large—all the advantages a University can afford. We have not taken Oxford as our model; for, without any disparagement to that ancient seat of learning, we believe that, could it be transplanted, with all its abstruse learning and all its antiquated and venerable forms, to our Canadian soil, it would prove little less useless to us than a college of medieval monks or learned eastern pundits. We have in our own University, representatives alike of the old and of the modern Universities of the mother country; and we have anxiously striven to combine the experience of all; while seeking, at the same time, to add to that the means indispensable for adapting such experience to the novel circumstances of a young country like Canada. Having been appointed to the important and responsible trust implied in our selection to fill the various chairs in the Provincial College, I ask you, have we forfeited the confidence



of the Government or of the country? And if not, then I may be permitted to ask if such men as I have described as those constituting the Council of University College are not capable of advising this province in relation to the precise amount of Latin and Greek, of mathematics and sciences, that shall be required of a youth on entering the College? If they are incapable of advising you, who is to be your adviser? Is this Committee prepared to resolve how many books of Xenophon and Virgil shall be read? Whether Homer shall be taken at matriculation, or Horace be put in the place of Salust? And if men who have taken some of the highest honours in Cambridge, Oxford, and Dublin—who have filled chairs in British Universities, and even bring to us the science of the famed University of Berlin, and the honours of the ancient seat of learning of Padua—if such men are not to be permitted to advise you on the details of a collegiate system, are you prepared to submit yourselves to the advice of Dr. Ryerson, who never was in a college in his life, but who has told us in his famous scheme of University organization, propounded in his voluminous letter addressed to the Hon. Francis Hincks, in 1852, that he meditated it on some of the highest mountains of Europe—a circumstance which abundantly accounts for the windy and insubstantial character of its recommendations!

#### A HIGH STANDARD OF EDUCATION MAINTAINED.

In order to meet the arguments which have been adduced against the system adopted by the University of Toronto, the Vice-Chancellor has produced in evidence the recommendations of the Commissioners of Oxford and Cambridge; the practice of the Universities of London and Ireland, &c.,—and evidence having thus been produced in proof, I may now be permitted to reaffirm, in concluding my defence, that the one aim of the Senate, and of the College Council, has been to devise a system of study whereby the youth of this Province may acquire those higher branches of education best calculated to fit them for becoming intelligent and useful members of the community. In Canada, at least, education must be practical. It may be all very well for certain Oxford men, and their indiscriminating admirers, to maintain that the highest aim of a perfect collegiate training consists in the mastery of classical learning, but the scholarship of Oxford, if forced without restriction or choice on the youth of Canada, would in most cases prove of comparatively little practical avail. Nevertheless, let me not be misunderstood. I have freely admitted that the standard of matriculation, or the entrance examination, has been lowered; but I have not admitted, and I do most positively deny, that the *standard of education* has been lowered. A student who goes through the whole classical course of the University will compare favourably with a graduate of equal ability in any other University in the British Empire; and if, in the exercise of options, he abandons classics at the prescribed point in his course, he can only do so in order to take in lieu of classics the defined substitutes of modern languages, natural sciences, and mathematics, which will no less thoroughly train his mind, and in many cases

will supply him with far more useful acquirements for the future course he is to pursue. The English Universities under their old rigid system turned out a class of educated men, with whom too frequently the people found little sympathy; but the Scottish University system, by the very laxness which left the student's choice of studies so much to himself as practically to amount to a comprehensive system of options, has made an educated people; and the latter I conceive is what Canada desires.

#### OUR CANADIAN HONOUR-MEN.

Only one further point seems to require attention. Referring to our system of honours and scholarships, Dr. Ryerson has spoken of one-half of the time of the Professors of University College being taken up with teaching the Honour Men, who, in an English University, employ their own tutors. The charge in reality amounts to this: that by its liberal endowments for the highest departments of education, at the Provincial College the son of the humblest Canadian peasant may enjoy precisely the same advantages as the son of the wealthiest nobleman in England does at the aristocratic and exclusive University of Oxford.

#### A SPECIMEN ACCUSATION!

It only remains for me to thank the Committee for the patient hearing you have favoured me with, while thus endeavouring to place before you the broad grounds of defence, on the charges brought against my colleagues and myself. I have not attempted to go minutely into details, nor to meet every petty charge, for indeed I have as yet only obtained partial access to the printed evidence, and I only know from rumour of such accusations as the famous story of \$2,000 expended on a Chancellor's gown,—a perfectly true story,—only it does not happen to refer to *our* Toronto University. Toronto, in the luxury of its modern civilization, actually rejoices in three independent Universities,—with a host of Colleges. And one of those did resolve on doing fitting honour to its Chancellor; and, entrusting his dignity to a Cambridge tailor, got out so magnificent a fac-simile of Prince Albert's robes, that its Chancellor could not be persuaded to wear it till they had clipped off its superfluous tail! And this story—which little fits the homely official garb of our University Chancellor, an heirloom of old King's College, now considerably the worse of wear,—this story has been gravely retailed to you as one of the many proofs of University extravagance. It is a sample of the stories that have been hawked about the country, accompanied with the cry of *Papist* and *Infidel* coupled with our names,—in order to obtain those signatures which you have found appended to petitions against us. We may well welcome the sitting of this Committee, which now at length affords us an opportunity of repelling, with fitting scorn, some of the many slanders and falsehoods that have been bandied about against us. But let this example suffice. A few words are sufficient to give currency to a misstatement which it takes many to disprove; and I should have to encroach on your forbearance not for hours, but days, were I to attempt to deal in detail with all the baseless charges that have been circulated against us.

In these remarks I have confined myself to a few leading points of fact, and to one important matter of opinion. The Vice-Chancellor of the University has already done for that Institution all that its friends can desire ; and I shall leave to the President of University College to treat in like detail the specialities pertaining to the college, excepting in so far as the Committee may desire to question me on the subject. I have only to say, we have absolutely nothing to conceal. We welcome this enquiry as a means of bringing to the test of proof a thousand blundering misstatements and slanderous insinuations that have been circulated through the Province for months past, without the possibility of contradiction. I rest confident in the assurance

that the Committee will be satisfied by the evidence produced on all the various charges,—and still more, by the inconsistencies, blunders, and contradictions which have marked the statements in which they are made,—that they are entirely founded in error. The University and College have only now been furnished for the first time with the means of accomplishing the objects for which they were established ; and I rest in full confidence that the wisdom of the Legislature will permit them still, untrammelled, to carry out, with such means, the noble and patriotic objects already inaugurated by them, under many difficulties and impediments, to success.





